

Tips for at Home

- Provide a place for your child to write.
- Offer muscle strengthening opportunities such as playing with playdough, clay or stress balls.
- Make writing fun! Allow your child to write in shaving cream, sand or with gel products.
- Your child can strengthen his fingers and improve his “pencil grip” using “pinching” tools found around the house. These include tweezers, children’s chopsticks (joined at one end) and ice tongs.
- Provide writing supplies such as paper, pencils, crayons, markers, pencil grips.
- Encourage your child to keep a journal.
- Provide your child authentic writing opportunities, such as a grocery list, thank you notes, party invitations, letters to family, or a food menu.
- Be a writing role model and let your child see you writing.
- Start a vocabulary notebook of words learned.
- Try out different graphic organizers to help your child organize their thoughts.
- For older students, teach typing skills.

What is dysgraphia?

Dysgraphia is related to dyslexia as both are language-based disorders. Dysgraphia is a written language disorder in serial production of strokes to form a handwritten letter. This involves not only motor skills but also language skills-finding, retrieving and producing letters, which is a subword-level language skill. The impaired handwriting may interfere with spelling and/or composing, but individuals with only dysgraphia do not have difficulty with reading.

(Berninger, Richards, & Abbott, 2015).

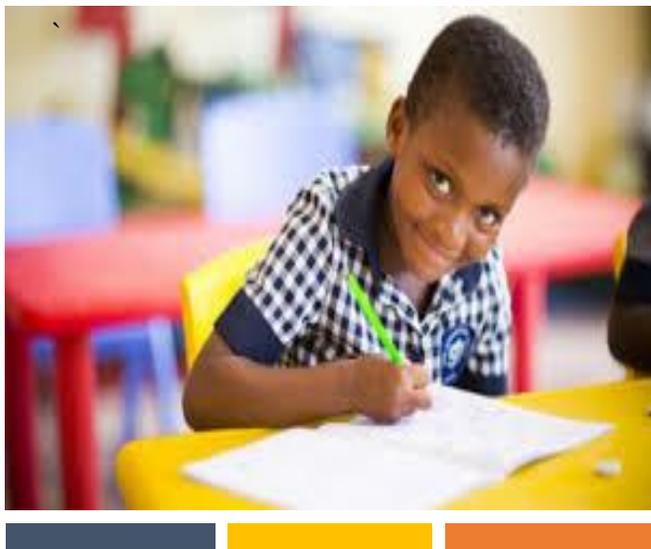


The purpose of this brochure is to provide general information regarding dysgraphia. Please contact the campus dyslexia teacher or the district coordinator at 281-284-0750 for more information.



Dysgraphia Information for Parents

Dyslexia and Related Disorders Department



Characteristics

- Variably shaped and poorly formed letters
- Excessive erasures and cross-outs
- Poor spacing between letters and words
- Letter and number reversals beyond early stages of writing
- Awkward, inconsistent pencil grip
- Heavy pressure and hand fatigue
- Slow writing and copying with legible or illegible handwriting

Dysgraphia is Not...

- Part of a developmental disability that has fine motor deficits (Intellectual Disability, Autism, Cerebral Palsy)
- Secondary to medical condition (meningitis, significant head trauma, brain trauma)
- Association with generalized developmental motor or coordination difficulties (Developmental Coordination Disorder)
- Impaired spelling or written expression with typical handwriting (legibility and rate)

Additional Resources:

TEA Dyslexia and Related Disorders Handbook

[https://tea.texas.gov/Academics/Special Student Populations/Dyslexia and Related Disorders](https://tea.texas.gov/Academics/Special_Student_Populations/Dyslexia_and_Related_Disorders)

CCISD – Dyslexia and Related Disorders

<https://ccisd.net/dyslexia>

International Dyslexia Association

<https://dyslexiaida.org/understanding-dysgraphia/>

Understood

<https://www.understood.org/en>

Reading Rockets

<https://www.readingrockets.org/>



“...Done right, early handwriting instruction improves students’ writing. Not just its legibility, but quantity and quality.”

- S. Graham, Want to Improve Children’s Writing? Don’t Neglect Their Handwriting, American Educator, 2010

If You Suspect Dysgraphia

The first step is to discuss your concerns with your child’s teacher. If you have continued concerns, you may request an evaluation by contacting an administrator at your child’s school. You will be notified in writing of the district’s plan to assist your child.

Dysgraphia Evaluation

Should the district suspect dysgraphia or another disability, your child will be referred for a Full Individual Evaluation (FIE). Your consent is required before the evaluation is conducted, and you may revoke consent at any time. Following the evaluation, a meeting will be held to discuss the results and develop an appropriate plan for your child’s success.